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ABSTRACT

This appendix gives a detailed explanation of how data was collected in a Florida statewide study designed primarily to determine the degree and type (or desired degree and type) of adult participation in learning activities. The sections in the report are descriptive in nature, and a major portion of the material is comprised of tables, interview schedules, questionnaires, and other exhibits. The report is divided into five major sections. Section 1 presents the methodology for the population survey and includes the sample design, interviewing techniques, and findings. Sections 2 and 3 describe the surveys of selected public and private organizational leaders to determine current and future instructional needs and to assess research and other service outreach. Section 4 briefly reviews the College and University Presidents' Outreach Inventory. The final section examines the contents and results of the questionnaires developed to obtain student and faculty evaluations and recommendations concerning library services. (To understand the data presented in this appendix, the reader must consult Volume I, "Access to Knowledge," which is also in the ERIC system--see note.) (CSS)

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ED160737

ACCESS TO KNOWLEDGE

Volume II

Data Collection and Analysis:
An Appendix to The Report of the Florida
Commission on Educational Outreach and Service

Tallahassee, Florida

Summer 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

Volume II of the Report of the Florida Commission on Educational Outreach and Services is, just as its title suggests, an appendix to Volume I, Access to Knowledge. It is designed especially for the interested party who may wish to know in detail how and with what the Commission's data collection enterprises were conducted. Therefore, the sections and pages that follow are very descriptive in nature and a major portion of the material is comprised of tables, interview schedules and questionnaires, and other exhibits. In every case, it is necessary to have read Volume I before or together with this appendix.

The Commission attempted to call upon the work of similar insitutions and committees and to avoid undue duplication of the efforts of those who addressed themselves to similar tasks and whose findings were recently made available. However, the Commission also realized the need for having some systematic data of its own in order to be better able to address the issue of outreach in the State of Florida, a realization to which this appendix, in part, attests.

Even in its comparative detail, Volume II does not fully capture the extent to which the report is the product of widespread cooperation. In addition to the Commission members and its staff and the organizational spokespersons cited, it is the cooperation of literally hundreds of other Floridians (as respondents, interviewers, facilitators, etc.) that is responsible for the collection of the data and the insight they provide.

I. POPULATION SURVEY

THE SAMPLE DESIGN

A representative cross-section sample of adults residing in Florida residences having a listing in current telephone directories was selected. A multi-stage sample design was utilized with probability selection being enforced at all stages; the probability of selection was equal to the product of the probabilities at each stage of sampling.

In the first stage of sampling, counties were designated as the primary sampling units. In this initial stage, the 1975 population of each county in Florida was estimated using the 1970 population for each county and a combination of the average yearly percent change 1960-1970 (Florida Department of Education, 1973, p.13), the average yearly percent change 1970-1972, and the projected population change 1970-1980 (Florida Department of Education, p.15). To reduce sampling error, stratification was employed in the selection of the counties. The counties were sorted into strata on the basis of education (1970 median school years completed--Florida Department of Education, p.25), income (1970 per capita income--Florida Department of Education, p.51), size of largest city, and geographical location. Each county having an estimated population for 1975 of 200,000 or more comprised one stratum and was, therefore, selected with certainty. Those counties which represent only themselves range in estimated population size from 204,335 to 1,447,188.

The remaining counties containing smaller populations were divided into 10 strata each comprised of approximately 210,000 population. From each of these 10 strata, one county was selected to represent the overall

stratum. A controlled probability selection (Goodman and Kish, 1950) was used to ensure a greater geographical spread of sample counties than could be expected with independent selection. The probability of selection of each of these non-self-representing counties was proportional to its estimated 1975 population. Thus, the probability of selecting the ith county in the jth stratum to represent that stratum is $P_{ij}/\sum_{i} P_{ij}$ where P_{ij} is the estimated 1975 population of the ith county in the jth stratum and $\sum_{i} P_{ij}$ is the total estimated population of the jth stratum.

In the second stage, a systematic sample of all white telephone pages for each sample county was selected. These sample pages for each county were then considered as a continuous listing from which a sample of printing spaces was systematically selected using a ruler (of printing spaces).* The sampling fractions for pages and lines were 1/R and 1/L, respectively. They were determined for each sample county in such a way that each residence listed in the current telephone directories for Florida had the same overall, probability of selection.

In the transcription of addresses from the telephone directories every line was accounted for regardless of whether or not it yielded the address of a residence. A residence was selected into the sample only when the first line of its address was the selected printing space so that the address did not have more than its proper probability of selection. When both a business and a residence were listed at the same address, the address was selected into the sample only when the first line of the residence listing was the sampled printing space in order to ensure the appropriate probability

* In systematic sampling, all sampling units are listed and numbered; a random number between one and k is selected and, beginning with that number, every kth number or unit is selected into the sample.

of selection. When two residential entries were included for a particular address and telephone number, the second was deleted from the sample, if it was selected, for the same reason. Children's listings were deleted from the sample when there was a listing for the parents. In those cases where no address other than a village, town, or rural route number was listed, the name was recorded so that the interviewer could locate the sampled residence.

The transcription procedure insisted upon the recording of a telephone number for every residence. The interviewers were instructed to learn whether the transcribed number was the current number for the household residing at the sample address. If it was not the correct number, a personal (household) interview was required.

In the final sampling stage, a respondent was randomly selected from among the adults in the sampled household, using a procedure developed by Kish (Kish, 1949). This procedure requires the assignment of a cover sheet (see the example on page 8) to each sample address; as shown in the exhibit, the cover sheet provides for a listing of the adult residents and a selection table (one of eight variants). The interviewer was instructed to list each adult separately on the form, identifying each by his relation to the "head" of the household (a male, female, roommate, etc.), and, if necessary, recording the sex of each. The next operation required of the interviewer was the assignment of a unique serial number to each adult: first numbering males in order of decreasing age, and then females in the same order. The table of selection was then used to determine the serial number of the adult to be interviewed. The adult selected was the one whose number corresponded in the table to the total number of adults in the

household. The suggested "lead-in" statement, "Beginning the Interview", provided interviewers is given below and illustrates the manner in which the random selection within households was conducted. Immediately following this (pages 10 to 12) the detailed instructions to interviewers that were used in the training sessions is reproduced.

The cover sheets were assigned in a systematic order to ensure that each of the eight tables was used the proper proportion of the time. As the chance of selection of respondent is inversely proportional to the number of adults in the household, the bias created is all but eliminated by weighting each interview by that number in the computations.* Following these procedures, a sample of 1921 addresses was selected. No substitutions were permitted for sample addresses or respondents. Six or more calls were made, if necessary, to complete an assigned interview.

---

* The Survey Research Center, University of Michigan, which developed this technique, found only negligible differences between weighted and unweighted estimates of variability (Kish, 1965, p.400).

REFERENCES, SAMPLE DESIGN

Florida Department of Education. 1973. "Population Characteristics of Florida School Districts." Research Report No. 106. Tallahassee, Florida: Florida Department of Education.

Goodman, Leo, and Leslie Kish. 1950. Controlled Selection -- A Technique in Probability Sampling. Journal of the American Statistical Association, 45:350-372.

Kish, Leslie. 1949. A Procedure for Objective Respondent Selection Within the Household. Journal of the American Statistical Association, 44:380-387.

Kish, Leslie. 1965. Survey Sampling. New York: John Wiley & Sons, Inc.

Institute for Social Research
Florida State University

Fall 1975

POPULATION SURVEY FOR THE FLORIDA
COMMISSION ON EDUCATIONAL OUTREACH AND SERVICES

List Adults

Relationship to Head	Age	Sex	Adult No.	Res. ✓

SELECTION TABLE D

If the number of adults in the dwelling is:		Interview the adult numbered:
1		1
2		2
3		2
4		3
5		4
6	or more	4

Call No.	Date	Hour	Detailed Result of Each Call (If necessary use back of sheet)
1			
2			
3			
4			
5			
6 or more			

Interviewer _____ Date _____

Type of Interview _____

NON-INTERVIEW DATA

Reason for Non-Interview

_____ Dwelling Unit Vacant (explain below)

_____ Address not a dwelling unit (explain below)

_____ Refusal or other reason for non-interview. Please give detailed account below of the non-interview including the race and approximate age of the would-be respondent.

BEGINNING THE INTERVIEW

HELLO,

THIS IS MS./MR. (Interviewer's name). I AM CALLING YOUR HOME TO ASK YOUR COOPERATION IN THE STATE-WIDE SURVEY CONDUCTED BY THE INSTITUTE FOR SOCIAL RESEARCH FOR THE FLORIDA COMMISSION ON EDUCATIONAL OUTREACH.

IS THIS (read the address/name on the coversheet label)?

If it is not the address, apologize and hang up.

If it is the correct address, proceed.

YOU OR SOMEONE IN YOUR HOUSEHOLD SHOULD HAVE RECEIVED A LETTER FROM THE INSTITUTE A SHORT WHILE AGO. DO YOU REMEMBER RECEIVING IT? (Move right on to the next statement as quickly as possible.) AS INDICATED IN THE LETTER, YOUR HOUSEHOLD IS ONE OF THOSE THROUGHOUT FLORIDA TO BE RANDOMLY SELECTED.

I AM NOT SELLING OR PROMOTING ANYTHING. I WOULD ALSO LIKE TO ASSURE YOU THAT THE INFORMATION WE REQUEST IS COMPLETELY CONFIDENTIAL AND NONE WILL BE RELEASED IN SUCH A WAY THAT WOULD IDENTIFY YOUR HOUSEHOLD.

BEFORE I BEGIN, I MUST LEARN HOW MANY ADULTS (16+ & out of high school) CURRENTLY LIVE AT YOUR ADDRESS SO THAT I CAN DETERMINE WHICH ONE OF YOU I SHOULD TALK TO. (Proceed as per "Verifying Household and Selecting the Respondent.") ASIDE FROM YOU.....

The interview is to be taken over the telephone whenever possible. The initial step, after you introduce yourself, is to determine whether the telephone number marked on the label of the coversheet corresponds to the number for the address (or name if there is no street address). If it corresponds, you may proceed to the listing of the adults in the household (see below); if it does not, you will have to visit the address.

In the case where there is only a name and a street or road on the label, we want an interview taken at the residence on that street where that person lives (or did live when the directory was compiled). You may proceed with determining the respondent over the telephone as long as the telephone number is the current one for the party listed and he is living on the road listed. Where only a name is listed (almost always in a small community), you will simply need to verify that the telephone number is the correct number for that party; if it is, you can proceed with determining the respondent. If it is not the current number, you will need to get the current telephone number or locate the residence in the listed community where the listed person lives. In the event that he has moved out of the community, we want an interview taken at the residence (address) where he did live.

This initial verifying step is very important because the representativeness of the study depends on correctly identifying all sample addresses (or names); in order that the sample faithfully represent the population, the difficult to locate must be included so that they have their chance of being interviewed.

Once you are certain that you have the correct residence, you are to proceed with determining the person within the household that is to be interviewed. List each adult (person 18 years or older or 16+ if out of high school) separately on one of the lines in the box for listing adults on your coversheet. Identify each adult in the first column by his or her relationship to the head of the household (wife, son-in-law, brother, roommate, etc.). Persons usually considered members of the household but who are currently away from the household for more than a brief stay, college, the military, etc. and persons seriously infirmed should not be listed. In the next two columns record the sex and, if needed, the age. (Age need only be listed in those few cases where there are two adults of the same sex and not connected by a parent-child relationship.) Next assign a serial number to each adult: first number the males in order of decreasing age (oldest male, next oldes male, and so on) and then the females in the same order. For example, a response of "My husband, his father, our daughter (21) and myself" would be listed as numbers 2, 1, 4, and 3 respectively. To determine the adult to be interviewed find the number in the Selection Table (on the right-hand side of the coversheet) which corresponds to the total number of adults in the household. This is the serial number of the adult to be interviewed. In the example at the top of the attachment, the adult with the serial number 4 would be interviewed since there are five adults in the household.

After you have determined the person to be interviewed, you are ready to proceed with interviewing the person so designated. If the respondent is not home, try to establish an appropriate time ('appointment') for contacting him and to get the telephone number if you do not have the current

number. Selection Tables A, B, and C contain primarily low numbers and will yield male respondents most of the time. Since males are usually at home more frequently in the evening or on weekends, evening calls are suggested at the addresses having these Tables. Conversely, Selection Tables, D, E and F will yield females most of the time, so daytime calls may be more fruitfully pursued at addresses having these selection tables.

Relation to Head	Sex	Age	Adult No.	Respondent
Head (Husband)	M		2	
Wife	F		5	
Son	M		3	
Wife's Mother	F		4	✓
Head's Father	M		1	

SELECTION TABLE D	
If the no. of adults in the household is:	Interview the adult numbered:
1	1
2	2
3	2
4	3
5	4
6 or more	4

Relation to Head	Sex	Age	Adult No.	Respondent
Roommate	F	19		
Roommate	F	21		
Roommate	F	22	1	

SELECTION TABLE E_1	
If the no. of adults in the household is:	Interview the adult numbered:
1	1
2	2
3	3
4	3
5	3
6 or more	5

Relation to Head	Sex	Age	Adult No.	Respondent
Head (Husband)	M	50		
Wife	F			
Boarder	M	35		
Son	M	25		

SELECTION TABLE B_1	
If the no. of adults in the household is:	Interview the adult numbered:
1	1
2	1
3	1
4	1
5	2
6 or more	2

INTERVIEWING

After the sample addresses were compiled, a letter was mailed to each address in order to notify members of the household that their residence was included in the statewide sample. The letter included a brief description of the nature of the research, and it is reproduced on page 16. Eighty-five percent of the letters were delivered while fifteen percent were returned by the postal service as being undeliverable.

Whereas the Institute for Social Research coordinated the overall survey, it was necessary to establish a network of interview coordinators located throughout the state in order to recruit suitable interviewers, set up a time and place for the training sessions, and to monitor, when necessary, the field work. Ten coordinators worked closely with the Institute and, through a mutual effort, recruited a total of 64 interviewers who collected the data which serve as a partial basis for the Commission's report.

Most of the interviewers were mature students, instructional staff or staff spouses, or, in the case of some of the more rural areas, adult citizens who were known and respected in their communities. Coordinators were instructed to select persons who possessed not only the ability to comprehend and communicate well, but also demonstrated conscientiousness and perseverance. Without exception, the 64 interviewers could be thusly described.

Interviewer training sessions were conducted in seven sites throughout the state in order to minimize the inconvenience to the trainees and reduce travel expenditures. Each training session lasted approximately four hours and involved having interviewers fully familiarize themselves with the following principles and skills: beginning the interview, explaining the purpose of the interview, ensuring confidentiality, asking questions appropriately, probing effectively and tactfully, and recording answers properly.

Trainees conducted mock telephone interviews as part of the training sessions. Prior to the training sessions, 24 telephone interviews were conducted in Leon County in order to pretest the instrument and the procedures; several minor changes were made as a result of this pretest.

As is indicated in the Interviewer Instructions above, it became necessary under several conditions to conduct personal interviews when the proper respondent could not be interviewed by telephone. Each interviewer was instructed in appropriate procedures for conducting in-home interviews and was provided with a letter of introduction and identification (see page 17) to which they clipped their Florida driver's license, with its photo identification; this proved to be a very useful means of gaining entree where respondents were initially suspicious.

FLORIDA COMMISSION ON EDUCATIONAL OUTREACH AND SERVICE

INSTITUTE FOR SOCIAL RESEARCH

TALLAHASSEE, FLORIDA 32306

September 29, 1975

Dear Survey Participant:

The Institute for Social Research is conducting a state-wide interview survey for the Florida Commission on Educational Outreach and Service. The purpose of this survey is to obtain current information from all citizens of our State. We are particularly interested in learning about the kinds of learning activities in which adults participate or would like to participate, if they had the opportunity.

Your household is one of approximately 2000 throughout Florida to be randomly selected. Some time during the next two weeks one of our interviewers will be telephoning to interview one preselected member of your household. The interview will be strictly confidential and should take about 20 minutes to complete. Please be assured that the interviewer who will be calling <u>is not</u> associated with any commercial promotion or sales program.

Your cooperation will be very useful in helping to improve our system of post-secondary education for the citizens of Florida.

Sincerely,

W. Scott Ford, Ph.D.
Project Director

October, 1975

Dear Survey Participant:

This is to introduce and identify _____, who is working on an interview survey conducted by the Institute for Social Research for the Florida Commission on Educational Outreach and Service.

The above-named interviewer is trained and authorized to conduct interviews for us with selected residents concerning their views regarding educational issues. You can be certain that the information you give will be completely confidential and that you will not be identified by name or place of residence at any time in the future.

Your cooperation in this interview is greatly appreciated; the results will be most helpful to us in our survey.

Sincerely,

W. Scott Ford, Ph.D.
Project Director

RESPONDENTS

Table 1 shows the distribution of respondents by the counties that were included in the sample. As shown, data analysis was based upon the 881 usable interviews. When the "bad addresses"* were taken from the 1921 sampled directory lines, there remained 1566 potential respondents; therefore, the 881 interviewees represents a response rate of 56.3 percent. A ten percent random sampling of non-respondent addresses was conducted which suggested a slight tendency for non-respondents to come from the more populous "down-state" metropolitan counties. It is also possible, as mentioned in Volume I, that respondents were somewhat more interested in continuing adult education than were non-respondents. Apart from these considerations, the 881 respondents may be considered representative of the adult population of the state.

Tables 2-8 provide selected demographic characteristics of the survey respondents.

---

*Telephone directories do not provide the best sampling frame for addresses. The compilers of these directories are not concerned with the accuracy of addresses. The decision to use telephone directories was based upon budget and time constraints. Bad addresses were partially comprised of residences which interviewers were unable to locate as well as vacancies, and occasionally, the fact that potential respondents were unable to respond because of physical or mental illness or handicap.

TABLE 1

RESPONDENTS BY COUNTY

County	Frequency	County	Frequency
Dade	94	Charlotte	31
Hillsborough	89	Escambia	30
Broward	84	Volusia	29
Pinellas	82	Bay	25
Duval	73	Monroe	23
Orange	73	Gadsden	21
Palm Beach	63	Martin	20
Brevard	38	Pasco	16
Alachua	38	Marion	13
Lake	36	Polk	3
		Total	881

TABLE 2

RESPONDENTS' OCCUPATION

Occupation	Frequency*	Percent
Professional, Technical	128	15.6
Housewife	125	15.2
Clerical	112	13.7
Managers, Officials, Proprieters	71	8.7
Service Workers	66	8.0
Sales Workers	60	7.3
Craftsmen, Foremen	55	6.7
Retired	51	6.2
Operatives	47	5.7
Unemployed	25	3.0
Students	23	2.8
Laborers	23	2.8
Others	34	4.3
Total	820	100.0

*In this and all other tables which follow, frequencies have been calculated excluding nonresponses to the particular question.

TABLE 3

AGE

Category	Frequency	Percent
College Age (16-24)	76	9.1
Labor Force (25-44)	288	34.8
Pre-Retirement (45-64)	266	32.2
Older Population (Over 64)	197	23.9
Total	827	100.0

TABLE 4

MARITAL STATUS

Status	Frequency	Percent
Single	102	11.7
Married	602	69.0
Divorced or Separated	61	7.0
Widowed	107	12.3
Total	872	100.0

TABLE 5

SEX

Sex	Frequency	Percent
Male	360	41.6
Female	505	58.4
Total	865	100.0

TABLE 6

HAVE YOU ALWAYS BEEN A FLORIDA RESIDENT?

	Frequency	Percent
Yes	218	24.9
No	656	75.1
Total	874	100.0

TABLE 7

TYPE OF AREA IN WHICH RESPONDENT WAS RAISED

Description	Frequency	Percent
Country	106	12.2
Small Town	270	31.1
Small City	212	24.5
Large City	279	32.2
Total	867	100.0

TABLE 8

LENGTH OF TIME LIVED IN PRESENT COMMUNITY

Number of Years	Frequency	Percent
0 - 3	236	27.4
4 - 8	213	24.8
9 - 15	146	17.0
16 - 25	131	15.3
Over 25	134	15.5
Total	860	100.0

THE INTERVIEW SCHEDULE

The interview schedule, reproduced below, is comprised of 37 different items. As shown, the questions are located in three different sections: Section A pertains to the subjects or skills the respondent would like to study, Section B concerns the individual's educational experience to date, and Section C asks for selected background information. The interview took between 15 and 40 minutes to conduct depending upon how many questions applied to the respondent and how much time was spent on "extraneous" discussion.

Many of the items in sections A and B were essentially the same or similar to those questions used by the Commission on Non-Traditional Study for its national survey.* However, the survey described herein was designed primarily to be administered by means of telephone interviews and thereby, virtually all of the questions were "open-ended". During the coding procedures, the Non-Traditional Study response categories were used, wherever possible, to provide the Commission on Educational Outreach and Service comparable data to that recently collected for the country as a whole. A number of other items in each section were designed specifically for the Florida survey.

---

*This interview schedule may be found in K. Patricia Cross, John R. Valley, and Associates, Planning Non-Traditional Programs (San Francisco: Jossey-Bass, 1974).

INTERVIEW SCHEDULE

This interview has to do with your possible interests and intentions regarding further adult learning activities--i.e., any type of study that could help you in your job or help make your life more satisfying or productive. We are interested in whatever subject or skill you would like to learn about - no matter what!

SECTION A

1. Within the next two years, is there any topic or skill that you'd like to know more about/that you would seriously consider beginning some kind of a program of learning?

_____Yes (go to Q. #2)

_____No (skip to Section A, Q. #12)

2. Assume you had your choice, and didn't have to worry about cost or other responsibilities, what subjects and skills interest you enough to spend a fair amount of time on them -- list as many as three. PLEASE DON'T INCLUDE SUBJECTS YOU HAVE OR ARE CURRENTLY STUDYING AS A FULL TIME STUDENT.

Subject, Skill Would Like to Learn More About.

_____

_____

_____

3. Of the areas listed in question 2 (repeat), please rank them in terms of your perference.

_____First Choice

_____Second Choice

_____Third Choice

4. Thinking now of your First Choice (repeat), what are the two most important reasons you have for wanting to learn more about this area -- in their order of importance to you.

Most Important Reason_____

_____

Second Most Important Reason_____

_____

5. There are a number of ways in which persons could learn more about your First Choice area. If you could learn about it any way you wanted, which of the following describes the one way you would like to study best? Please listen carefully as I read the following ways.

_____Conventional lectures or classes

_____Short term conferences, workshops

_____Study on own, no formal classes

_____Individual lessons from a teacher

_____Discussion groups

_____On-the-job training

_____Correspondence courses

_____T.V. or video cassettes

_____Radio, records, audio cassettes

_____Work on action project

_____Travel-Study

Other_____

_____

6. There are many places persons can go to study or learn. Thinking about your First Choice subject or skill, in which of the following locations would you like to study best?

_____Campus (CC or College)

_____A Community Center

_____At home

_____On the job

_____Local school (hs or elementary)

_____Other (Specify)_____

_____

7. Why (most important reason) would you choose to learn about this area in the location you just mentioned?

_____

_____

8. How much time, in minutes, would you be willing to spend in traveling to learn about your First Choice field (if any)?

(One way time)_____

9. About how many hours per week would you want to devote to your study of your First Choice (total time including travel)

_____hours

10. Would you like to get credit toward a degree or certificate of completion for your study of this area. As I read the following listen carefully and then tell me which (if any) you'd like to earn.

_____a. No, it doesn't matter

_____b. Certificate of satisfactory completion

_____c. Credit toward a high school diploma

_____d. Credit toward a license

_____e. Credit toward a two-year college degree

_____f. Credit toward a four-year college degree

_____g. Credit toward an advanced degree

_____Other (describe)_____

_____

11. Approximately how long would you want to study this area? (in months and years)

_____

12. There are many things that can get in the way of adults learning more about subjects or acquiring skills. Thinking carefully about yourself, what are the two most important obstacles (things) which would keep you from learning more about that which interests you?

_____

_____

13. Do you feel that adults who take part in the kinds of study programs we've been discussing (such as your First Choice area, if applicable) should be required to pay all the costs themselves, that the cost should be shared, or that these programs should be free of charge?

_____1. Individuals should pay total cost (Skip to Q. #15)

_____2. Individuals should share the cost

_____3. Free of charge

14. (If responded share or free of charge) Who, i.e., what institution or level of government, do you feel ought to share or assume the cost of these kinds of learning programs?

_____

_____

15. If it were available, would you like to take the opportunity to discuss with a trained professional your educational plans, learn more about your learning abilities, and explore what educational programs exist that might be interesting and beneficial?

_____No

_____Yes

Comment?_____

_____

SECTION B

In this section, I would like to ask you a few questions about your actual educational experience.

16. Thinking for a moment about your own life, has there been one or more occasion when the higher education schools (colleges, universities) of Florida have been beneficial to you.

_____No (Comment?_____)

_____Yes - Explain_____

17. Are you currently enrolled in college or a university?

_____1. Yes, Full-time

_____2. Yes, Part-time (1/2 time or less)

_____3. No

18. Please indicate the amount of formal education you have received (years of schooling, highest degree)

_____

19. What educational degrees or certificates would you like to earn in the next five to ten years. Mention as many as you would truly like to receive, if you had the opportunity.

_____,_____

_____,_____

20. Within the past 12 months, have you received (or are you receiving) any instruction in any subject or skill? (Do not include subjects you have taken or are taking as a full-time student.) Please list all those subjects or skills which apply including any that you may have studied in the evening, on the job, by private lessons, T.V. courses, correspondence, etc.

_____

_____

_____

21. (IF YOU HAVE NOT LISTED ANY, SKIP TO QUESTION #28)

Please consider the area or subject you have just listed on which you spent the most time during the past 12 months (if you've listed more than one). How was this learning activity conducted. How did you go about learning this area. (same response categories as in Q. #5)

_____

_____

_____

22. Where did you go to learn about this area? (same response categories as Q. #6)

_____

23. What are the two most important reasons you had for wanting to learn more about this area -- in their order of importance.

Most Important Reason_____

Second Most Important Reason_____

24. How much time, in minutes, did you spend in traveling to learn about this area.

(One way time)_____

25. How many hours a week did you devote to this learning activity (including travel)?

_____

26. How long did this course or activity run?

_____

27. Did you complete this course or activity?

_____1. Yes

_____2. No, still enrolled

_____3. No, stopped taking

SECTION C

There are just a few more background questions we'd like to ask.

28. Have you always been a Florida resident?

_____Yes _____No (go to 28 A)

A. In what state did you live (longest) before?

_____

B. When (year) did you come to Florida? 19__

29. Were you brought up mostly in a small town, the country, a small city, a large city?

_____country

_____small town

_____small city

_____large city

30. How long have you lived in your present locality (town, city)?

_____

31. Do you participate in any organizations, groups, or clubs?

_____Yes (go to 31 A)

_____No

A. What kinds of organizations?

_____social

_____church-sponsored

_____political

_____labor union

_____professional

_____Other (specify)_____

32. About how many hours a week on average do you consider to be free time? i.e., the time you have left over after work and household tasks are done.

_____hours

33. Please tell me what kind of work (employment) you currently do. (did do, if retired)

_____
(be sufficiently descript)

34. What year were you born?_____

35. What is your racial group?

_____white

_____black (Negro, Afro-American)

_____Latin American, Chicano, PR, Cuban

_____native American (Am. I)

_____Other, specify_____

_____

36. What is your marital status?

_____Single

_____Married

_____Divorced or separated

_____Widowed

37. Your sex?

_____male _____female

38. Would you please estimate what your total family income will be for 1975, to the nearest $1000?

$_____

INTERVIEWER SUPPLEMENT

Interviewer's last name and first initial:_____

The respondent's cooperation was:

____1. Very Good ____2. Good ____3. Fair ____4. Poor

Over all, how great was the respondent's interest in the interview.

____1. Very High ____2. Above Average ____3. Average ____4. Below Average

Were there any particular sections or questions for which you doubted the respondent's sincereity? If so please indicate these below.

Any general impressions of the respondent that might prove interesting. Any of his/her comments which might provide insight?

BASIC FINDINGS AND ADDITIONAL CONTINGENCY ANALYSIS

Tables 9-28 present the basic data upon which the analysis in Chapter IV, Section B of Volume I is based. These tables appear here without further comment; the figures and percentages are from the final data tape and supersede any data reported in earlier preliminary analyses.

Tables 29-44 supplement the data analysis in Chapter IV in that they provide contingency analyses controlling for such variables as age, sex, and income. There are footnotes given for each of these tables which summarize the major findings. These tables should be of particular interest to those who will attempt to implement outreach programs. For example, Table 33 suggests the younger potential students are more likely interested in occupation directed courses, whereas older potential learners are most interested in hobbies. Combining additional information from this table with that in Table 35, it would appear that interest in college courses is equally high across age groups, but older potential learners are far less interested in course work for credit than their younger counterparts.

TABLE 9

INTERESTED IN LEARNING SKILL OR STUDYING TOPIC?

	Frequency	Percent
Yes	372	42.4
No	506	57.6
Total	878	100.0

TABLE 10

PREFERRED AREA OF STUDY (FIRST CHOICE)

Area	Frequency	Percent
College Oriented	82	22.3
Occupation Directed	59	16.0
Business Related	51	13.9
Technical-Vocational	39	10.6
Hobbies	36	9.8
Personal Development	30	8.2
Home and Family Life	27	7.3
Basic Skills	13	3.5
Public Affairs	4	1.1
Other	27	7.3
Total	368	100.0

TABLE 11

MOTIVATION FOR WANTING TO LEARN

Most Important Reason	Frequency	Percent
To Be Better Informed	143	39.1
Acquire a Different Job	51	14.0
Advance in Present Job	41	11.2
Aid to Saving Money	25	6.8
Be a Better Person	11	3.0
Other	94	25.9
Total	365	100.0

TABLE 12

PREFERRED METHOD OF STUDY

Method	Frequency	Percent
Lecture	105	28.5
Workshop	71	19.3
On-Job-Training	63	17.1
Self-Study	46	12.5
Tutor	44	12.0
Discussion Groups	19	5.2
Action Projects	12	3.3
Other	8	2.2
Total	368	100.0

TABLE 13

PREFERRED LOCATION OF LEARNING ACTIVITY

Location	Frequency	Percent
Campus	134	36.2
School (High or Elementary)	65	17.6
On-The-Job	64	17.3
Home	41	11.1
Other	18	4.8
Total	370	100.0

TABLE 14

REASON FOR CHOICE OF LOCATION

Reason	Frequency	Percent
Convenience	150	42.7
Generally Enjoy Studying There	34	9.7
People	31	8.8
Programs	28	8.0
Prestige	14	4.0
Other	94	26.8
Total	351	100.0

TABLE 15

TRAVEL TIME CONSTRAINTS: THE AMOUNT OF TIME THE POTENTIAL STUDENT IS WILLING TO TRAVEL TO LEARN

One-Way Travel Time	Frequency	Percent
0 - 10 Minutes	53	15.1
11 - 20 Minutes	92	26.2
21 - 30 Minutes	130	37.0
Over 30 Minutes	76	21.7
Total	351	100.0

TABLE 16

THE AMOUNT OF TIME THE POTENTIAL STUDENT IS WILLING TO STUDY

Study Time (Per Week)	Frequency	Percent
0 - 3 Hours	81	23.1
4 - 6 Hours	97	27.6
7 - 10 Hours	63	18.0
11 - 20 Hours	53	15.1
Over 20 Hours	57	16.2
Total	351	100.0

TABLE 17

ACTUAL TRAVEL TIME (CURRENT STUDENTS)

One-Way Travel Time	Frequency	Percent
0 - 10 Minutes	83	45.9
11 - 20 Minutes	56	30.9
21 - 30 Minutes	27	14.4
Over 30 Minutes	15	8.3
Total	181	100.0

TABLE 18

ACTUAL STUDY TIME (CURRENT STUDENTS)

Study Time (Per Week)	Frequency	Percent
0 - 3 Hours	42	22.8
4 - 6 Hours	62	33.7
7 - 10 Hours	26	14.2
11 - 20 Hours	30	16.3
Over 20 Hours	24	13.0
Total	184	100.0

TABLE 19

RESPONDENTS' ESTIMATED FREE TIME

Hours Per Week	Frequency	Percent
0 - 5 Hours	244	30.0
6 - 10 Hours	124	15.3
11 - 20 Hours	185	22.8
Over 20 Hours	259	31.9
Total	812	100.0

TABLE 20

DESIRE FOR DEGREE OR CERTIFICATION

Credential Desired	Frequency	Percent
None	141	38.4
Certificate	55	15.0
Professional License	54	14.7
4-Year Undergraduate	45	12.3
2-Year A.A. Degree	30	8.2
Advanced Degree	28	7.6
High School	10	2.7
Other	4	1.1
Total	367	100.0

TABLE 21

"IDEAL" DEGREE OR CERTIFICATION DESIRED (WITHIN 5-10 YEARS)

Credential Desired	Frequency	Percent
None	501	61.5
4-Year Undergraduate	99	12.2
Professional Certificate	62	7.6
Masters Degree	52	6.4
High School Diploma	32	3.9
2-Year A.A. Degree	29	3.6
Doctoral Degree	25	3.1
Total	814	100.0

TABLE 22

LONG-TERM TIME COMMITMENTS (POTENTIAL STUDENTS)

Number of Months Willing to Devote to Study of This Area	Frequency	Percent
3 Months or Less	39	11.6
4 - 6 Months	43	12.8
7 - 12 Months	16	4.8
12 - 24 Months	98	29.2
Over Two Years	51	15.2
"As Long As Necessary"	89	26.5
Total	336	100.0

TABLE 23

OBSTACLES TO PARTICIPATION IN AN ADULT EDUCATION PROGRAM

Most Difficult Obstacle	Frequency	Percent
Too Little Time	149	19.7
Home Responsibilities	115	15.2
Expense	106	14.0
Age	88	11.6
Health	83	10.9
Job Responsibilities	73	9.6
Others	120	19.0
Total	758	100.0

TABLE 24

RESPONSIBILITY FOR ADULT EDUCATION EXPENSE

Distribution of Responsibility	Frequency	Percent
Individuals Should Pay Total Cost	297	36.6
Individuals Should Share Cost	382	47.0
Programs Should Be Free	117	14.4
Other Explanations	16	2.0
Total	812	100.0

TABLE 25

WHICH INSTITUTION SHOULD SHARE EDUCATIONAL COSTS?

Institution	Frequency	Percent
State Government	199	44.3
Federal Government	155	34.5
Local Government	45	10.0
Educational	26	5.8
Other	24	5.4
Total	449	100.0

TABLE 26

DESIRE FOR PROFESSIONAL COUNSELING

	Frequency	Percent
Yes	319	38.1
No	519	61.9
Total	838	100.0

TABLE 27

PERSONALLY BENEFITTED BY FLORIDA HIGHER EDUCATION

	Frequency	Percent
Yes	285	32.9
No	589	67.1
Total	867	100.0

TABLE 28

SUBJECT STUDIED WITHIN THE LAST YEAR?

	Frequency	Percent
Yes	188	21.3
No	693	78.7
Total	881	100.0

TABLE 29

PREFERRED AREA OF STUDY BY PREFERRED METHOD OF STUDY

	Choice of Method								
Choice of Area	Lecture	Workshop	Self-Study	Tutor	Group	On-the-Job Training	Others	Row Totals	Percent Totals
Occupation Directed	15	10	6	3	2	22	1	59	16.2
Business Related	20	8	6	5	1	10	1	51	14.0
Technical	10	7	4	3	0	11	4	39	10.7
College Courses	23	16	16	12	4	7	3	81	22.3
Basic Studies	3	3	3	1	2	0	1	13	3.6
Home Studies	9	4	1	5	2	4	1	26	7.1
Hobbies	9	8	1	7	2	2	7	36	9.9
Personal Development	6	8	3	3	5	3	0	28	7.7
Others	9	7	5	4	1	3	2	31	8.5
Column Totals	104	71	45	43	19	62	20	364	
Percent Totals	28.6	19.5	12.4	11.8	5.2	17.0	5.5		100.0

The choice of occupation directed and technical courses is associated with preference of on the job training.

TABLE 30

PREFERRED AREA OF STUDY BY PREFERRED LOCATION OF INSTRUCTION

Choice of Area	Choice of Location							
	Campus	Local School	Community Center	On-the-Job	Home	Others	Row Totals	Percent Totals
Occupation Directed	23	7	2	20	6	1	59	16.2
Business Related	19	10	4	13	4	1	51	14.0
Technical	16	6	1	11	4	1	39	10.7
College Courses	29	14	10	8	14	6	82	22.5
Basic Studies	3	4	1	1	3	1	13	3.6
Home Studies	3	12	8	1	1	1	26	7.1
Hobbies	8	6	14	1	3	3	35	9.6
Personal Development	14	2	5	3	3	2	29	7.9
Others	17	4	2	5	2	1	31	8.5
Column Totals	132	65	47	63	40	18	365	
Percent Totals	36.2	17.8	12.9	17.3	11.0	4.9		100.0

Similar to the findings in Table 29, this table shows that the preference for occupation directed, technical and business courses is associated with preference for location of instruction on the job. Preference for home studies is related to preference for instruction at local schools or a community center.

TABLE 31

PREFERRED AREA OF STUDY BY WHICH
INSTITUTION SHOULD SHARE ADULT EDUCATIONAL EXPENSE

Choice of Area	Institution					Row Totals	Percent Totals
	Federal	State	Local	School	Others		
Occupation Directed	10	15	1	1	3	30	14.2
Business Related	8	14	3	2	0	27	12.7
Technical	7	13	2	2	2	26	12.3
College Courses	22	17	9	2	2	52	24.5
Basic Studies	4	3	0	1	1	9	4.2
Home Studies	6	8	2	1	0	17	8.0
Hobbies	4	7	2	3	1	17	8.0
Personal Development	3	12	2	1	0	18	8.5
Others	5	6	1	1	1	14	6.6
Column Totals	69	96	22	15	10	212	
Percent Totals	32.5	45.3	10.4	7.1	4.7		100.0

Of the major categories of choice of area, all but one tended to feel that the state government should share the costs for adult education. Those persons preferring college courses were more likely to feel that the federal government should share the costs.

TABLE 32

AGE BY DO YOU WISH TO LEARN
A SKILL OR TAKE A COURSE?

	Response			
Age Category	Yes	No	Row Total	Percent Totals
College Age	49	27	76	9.2
Labor Force	169	119	288	34.8
Pre-Retirement	91	175	266	32.2
Older Population	48	149	197	23.8
Column Totals	357	470	827	
Percent Totals	43.2	56.8		100.0

There is a strong negative association between age and the likelihood of a "yes" response.

TABLE 33

AGE BY PREFERRED AREA OF STUDY

Age Category	Preferred Area: Occupation Directed	Business Related	Technical	College Courses	Home Studies	Hobbies	Personal Development	Others	Row Totals	Percent Totals
College Age	12	5	4	14	1	3	6	4	49	13.9
Labor Force	38	25	25	31	10	9	13	19	170	48.2
Pre-Retirement	9	14	8	17	9	11	6	15	88	24.9
Older Population	0	3	1	16	5	13	3	5	46	13.0
Column Totals	59	47	39	81	26	36	28	42	353	
Percent Totals	16.7	13.3	11.0	22.9	7.4	10.2	7.9	11.9		100.0

Hobby courses are much more likely to be chosen by persons in the older categories; occupation directed courses by persons in the younger categories. College courses were preferred about the same by all age categories.

TABLE 34

AGE BY PREFERRED METHOD OF STUDY

Age Category	Choice of Method								
	Lecture	Workshop	Self-Study	Tutor	Group	On-the-Job Training	Others	Row Totals	Percent Totals
College Age	14	9	4	7	2	12	1	49	13.9
Labor Force	47	35	19	19	3	38	10	171	48.4
Pre-Retirement	31	15	11	11	4	11	4	87	24.6
Older Population	11	8	8	5	8	1	5	46	13.1
Column Totals	103	67	42	42	17	62	20	353	
Percent Totals	29.2	19.0	11.9	11.9	4.8	17.6	5.7		100.0

Those in the younger age categories were more likely to prefer on-the-job training. Those in the "older population" category preferred group study much more and self-study somewhat more.

TABLE 35

AGE BY DESIRE FOR DEGREE OR CERTIFICATION

	Credential Desired								
Age Category	None	Certificate	High School Diploma	Professional License	2-Year Degree	4-Year Bachelor's Degree	Advanced	Row Totals	Percent Totals
College Age	5	8	2	11	7	11	6	50	14.4
Labor Force	44	24	6	33	17	27	15	166	47.7
Pre-Retirement	43	17	2	9	5	5	6	87	25.0
Older Population	40	3	0	0	1	0	1	45	12.9
Column Totals	132	52	10	53	30	43	28	348	
Percent Totals	37.9	14.9	2.9	15.2	8.6	12.4	8.0		100.0

There is a negative association between age and desire for degree or certification; also between age and desire for higher (college) degrees.

TABLE 36

AGE BY OBSTACLES TO PARTICIPATION IN AN ADULT EDUCATION PROGRAM

	Most Difficult Obstacle										
Age Category	Cost	Time	Home Respon-sibility	Job Respon-sibility	Transpor-tation	Age	Health	No Desire	Others	Row Totals	Percent Totals
College Age	14	19	7	10	1	0	1	1	8	61	8.6
Labor Force	39	69	70	38	2	3	10	8	21	260	36.5
Pre-Retirement	24	50	27	19	6	29	24	16	25	220	30.9
Older Population	21	10	9	4	14	47	39	19	8	171	24.0
Column Totals	98	148	113	71	23	79	74	44	62	712	
Percent Totals	13.8	20.8	15.9	10.0	3.2	11.1	10.4	6.2	8.7		100.0

Cost and time obstacles are associated with the "college age" category. Home and job responsibilities are major obstacles for those in the "labor force" category. Age and health are major obstacles for the older age categories.

TABLE 37

AGE BY AMOUNT OF FREE TIME

	Amount of Free Time (Per Week)					
Age Category	0-5 hrs	6-15 hrs	16-30 hrs	Over 31 hours	Row Totals	Percent Totals
College Age	10	21	28	14	73	9.4
Labor Force	84	93	81	24	282	36.4
Pre-Retirement	69	66	60	41	236	30.5
Older Population	62	24	47	51	184	23.7
Column Totals	225	204	216	130	775	
Percent Totals	29.0	26.3	27.9	16.8		100.0

The "older population" tends to be associated with a perception of a high amount of free time, while the younger categories tend to be associated with more moderate amounts of free time.

TABLE 38

SEX BY PREFERRED AREA OF STUDY

Sex	Choice of Area: Occupation Directed	Business Related	Technical	College Courses	Home Studies	Hobbies	Personal Development	Others	Row Totals	Percent Totals
Male	18	17	35	33	1	12	10	14	140	38.5
Female	41	33	4	48	25	24	19	30	224	61.5
Column Totals	59	50	39	81	26	36	29	44	364	
Percent Totals	16.2	13.7	10.7	22.3	7.1	9.9	8.0	12.1		100.0

Females are much more likely to prefer home studies; while males are much more likely to prefer technical courses.

TABLE 39

SEX BY OBSTACLES TO PARTICIPATION IN AN ADULT EDUCATION PROGRAM

	Most Difficult Obstacle										
Sex	Cost	Time	Home Respon-sibility	Job Respon-sibility	Transpor-tation	Age	Health	No Desire	Others	Row Totals	Percent Totals
Male	50	65	13	50	5	37	24	26	34	304	40.6
Female	52	84	101	23	19	50	58	27	30	445	59.4
Column Totals	102	149	114	73	24	87	82	53	64	749	
Percent Totals	13.6	19.9	15.2	9.7	3.2	11.6	10.9	7.1	8.5		100.0

Males are more likely to see costs, job responsibility and "having no desire" as major obstacles; females are more likely to see home responsibilities and transportation difficulties as the major obstacles.

TABLE 40

SEX BY DESIRE FOR DEGREE OR CERTIFICATION

	Credential Desired								
Sex	None	Certificates	High School Diploma	Professional License	2-Year Degree	4-Year Degree	Advanced Degree	Row Totals	Percent Totals
Male	45	19	5	18	10	25	16	138	38.4
Female	95	33	5	36	20	20	12	221	61.6
Column Totals	140	52	10	54	30	45	28	359	
Percent Totals	39.0	14.5	2.8	15.0	8.4	12.5	7.8		100.0

Males are more likely to desire higher (4-year and advanced) degrees.

TABLE 41

INCOME BY DO YOU WISH TO
LEARN A SKILL OR TAKE A COURSE?

Income Category (Annual Family Income)	Response: Yes	Response: No	Row Totals	Percent Totals
Under $5,000	91	151	242	47.8
$6,000 - $15,000	94	101	195	38.5
Over $16,000	37	33	70	13.8
Column Totals	222	285	507	
Percent Totals	43.8	56.2		100.0

The data reveal a positive relationship between annual family income and a desire to learn a new skill or take a course.

TABLE 42

INCOME BY PREFERRED AREA OF STUDY

Income Category	Choice of Area: Occupation Directed	Business Related	Technical	College Courses	Home Studies	Hobbies	Personal Development	Others	Row Totals	Percent Totals
Under $5,000	12	12	11	18	5	10	10	13	91	40.8
$6,000-$15,000	19	16	9	21	4	10	5	10	94	42.2
Over $16,000	8	2	7	13	1	2	2	3	38	17.0
Column Totals	39	30	27	52	10	22	17	26	223	
Percent Totals	17.5	13.5	12.1	23.3	4.5	9.9	7.6	11.3		100.0

The lowest income category is more likely to prefer more personally-oriented courses (e.g., hobbies, home studies, personal development). Those in the higher income brakets, on the other hand, are more likely to prefer college, technical and occupation-directed courses.

TABLE 43

INCOME BY OBSTACLES TO PARTICIPATION IN AN ADULT EDUCATION PROGRAM

Income Category	Most Difficult Obstacle										
	Cost	Time	Home Responsibility	Job Responsibility	Transportation	Age	Health	No Desire	Others	Row Totals	Percent Totals
Under $5,000	45	32	19	14	8	31	35	15	14	213	48.3
$6,000-$15,000	17	50	33	28	2	7	5	8	17	167	37.9
Over $16,000	7	14	13	7	0	5	2	3	10	61	13.8
Column Totals	69	96	65	49	10	43	42	26	41	441	
Percent Totals	15.6	21.8	14.7	11.1	2.3	9.8	9.5	5.9	9.3		100.0

Low income is highly associated with the obstacle of cost and transportation, also with age and health. Persons with moderate, and to some extent, high incomes, are more likely to see time variables (i.e., time, home and job responsibilities) as the major obstacles.

TABLE 44

INCOME BY AMOUNT OF FREE TIME

Income Category	Amount of Free Time (Per Week) 0-5 hrs	6-15 hrs	16-30 hrs	Over 31 hrs	Row Totals	Percent Totals
Under $5,000	63	53	70	43	229	47.3
$6,000-$15,000	39	66	56	25	186	38.4
Over $16,000	24	13	21	11	69	14.3
Column Totals	126	132	147	79	484	
Percent Totals	26.1	27.3	30.4	16.4		100.0

The data show a slight inverse association between income and perceived amount of free time.

A BRIEF COMPARISON OF THE NATIONAL AND FLORIDA SURVEYS

Tables 45-50 present a brief and selected comparison of the findings from the national (Commission on Non-Traditional Study) and Florida surveys. (The careful reader will note discrepancies between some of the figures reported herein for the Florida survey and those referred to in Volume I. This is a result of the need to recode several categories to make the Florida survey directly correspond to the national survey.)

These tables suggest that there are some interesting similarities and differences between the two data sets. In terms of the former, both Florida and national findings show that there is much agreement regarding perceived obstacles to further study (Table 47). Insufficient time and money, together with home responsibilities comprise the reasons ranked first by both groups of respondents. In addition, Table 50 illustrates another basic similarity--the preferred methods of instruction for potential learners. Florida residents seem to favor short term courses and workshops, and individual study slightly more, whereas respondents in the national survey were somewhat more likely to mention discussion groups and on-the-job training as a study method.

The most striking difference between the two groups of respondents is the fact that Florida respondents are far less likely to prefer technical-vocational studies than were the national survey respondents and much more likely than their counterparts to prefer general education programs (Table 45). Only part of this difference is likely due to the larger older population in the Florida survey. Not only is this difference of preference large, but it is consistent with the findings for current learners as well (Table 46).

Table 49 contrasts the two groups of adults in two additional ways. Virtually all Florida current learners (97.7 percent) gave one of the three reasons shown as the most important one for studying their chosen area. The national survey respondents gave many additional reasons for their first choices. A second contrast is indicated: nearly three-fifths (57.2 percent) of the Florida learners report current job requirements or skills for a different job as the primary reason they are pursuing further education. This is almost twice the proportion of national survey respondents reporting these job related reasons.

Although the state-wide population survey was clearly the most extensive data collection procedure, five other information gathering enterprises were conducted under the auspices of the Commission on Educational Outreach and Service. One of these was the review of current literature (see Volumes IIIA and IIIB). The other data gathering programs are briefly described in the sections which follow.

TABLE 45

PREFERRED AREA OF STUDY, UNITED STATES AND FLORIDA

Area	U. S. Sample	Florida Sample
Technical-Vocational	45.0	26.8
Hobbies/Recreation	14.1	11.7
General Education	13.3	46.2
Home/Family	12.6	9.0
Personal Development*	10.7	9.7
Public Affairs	4.7	1.3

* Includes religious study
(Basic skills--the 3 Rs--are not included above nor is business education)

TABLE 46

AREAS OF STUDY OF CURRENT LEARNERS RANKED BY NUMBERS OF STUDENTS

Area	U. S. Sample	Florida Sample
Technical-Vocational	2	5
Hobbies/Recreation	1	2
General Education	3	1
Home/Family	5	4
Personal Development	4	3
Public Affairs	6	6

TABLE 47

THE OBSTACLE PERCEIVED AS MOST DIFFICULT TO CONTINUING EDUCATION

	Rank, U.S. Sample	Rank, Florida Sample*
Cost	2	3
Time	1	1
Home Responsibility	3	2
Transportation	8	8
Job Responsibility	4	6
Age	5	4
Poor Health	7	5
No Desire	6	7

* Unlike U.S. sample, Florida respondents did not report lack of information concerning higher education and continuing education programs, scheduling difficulties, nor "too much red tape" as reasons for not studying.

TABLE 48

THE CHIEF REASON FOR WANTING TO STUDY FIRST CHOICE SUBJECT/SKILL

	Rank, U.S. Sample	Rank, Florida Sample
Learning for Its Own Sake, 'Intellectual' Development, etc.	1	1
Train for a new job	2	2
Requirement of current job or needed for advancement on current job	6	3

TABLE 49

THE CHIEF REASON CURRENT LEARNERS GIVE FOR STUDYING A SUBJECT/SKILL

	Rank, U.S. Sample	Rank, Florida Sample
Learning for Its Own Sake, 'Intellectual' Development, etc.	1 (28.9)	2 (40.5)
Train for a new job	2 (19.9)	3 (14.4)
Requirement of current job or needed for advancement on current job	3 (11.4)	1 (42.8)

TABLE 50

PREFERRED INSTRUCTIONAL METHOD OF POTENTIAL LEARNERS

	U.S. Sample	Florida Sample
Traditional classroom Lecture	28.0	28.6
Short term conferences, workshop, institute	14.0	19.5
Study on my own and by correspondence	10.0	12.4
Individual lessons from private tutor	8.0	12.1
Discussion groups	7.0	4.9
On-the-job learning	21.0	17.0
Work on group action project	3.0	3.3

TABLE 51

INSTRUCTIONAL METHOD BY WHICH CURRENT LEARNERS LEARN

	Florida
Traditional classroom Lecture	55.6
Short term conferences, workshop, institute	4.7
Study on my own and by correspondence	5.9
Individual lessons from private tutor	9.9
Discussion groups	1.2
On-the-job learning	11.1
Work on group action project	.6

II. ORGANIZATION LEADERS ON INSTRUCTIONAL OUTREACH

Members of the Commission and its staff were well aware that Florida's post-secondary institutions serve and are served by a large number of public and private organizations. As suggested in Volume I, these organizations are, therefore, important clientele for instructional outreach and often are providers of certain kinds of continuing education themselves. In order to obtain some systematic understanding of the views of organizational leaders on outreach education, the Commission's Task Force on Educational Services conducted a modest survey of selected leaders.

This interviewing program was carried out with the cooperation of the Deans and Directors of the State University System's member institutions. After having been introduced to the idea at a meeting in October, 1975, each Dean or Director received the letter, dated October 29, which is reproduced below. Upon receipt of the letter, they arranged to interview key organizational leaders in their own geographic service areas of the state. These interviews were conducted during the first two-three weeks of November, 1975.

Each Dean and Director was given sufficient copies of the Interview Guide which appears directly after the October 29th cover letter below. These were fairly lengthy, in-depth interviews wherein the open-ended questions were asked of all respondents, but additional comments and information were frequently provided. The Guide was designed to emphasize the perceptions of these organizational representatives regarding the types of outreach instruction they felt were most needed and would be needed increasingly, in the future. The responses to these interviews are analyzed in Chapter IV, Section C in Volume I of the report.

The comparatively small number of respondents, the qualitative nature of the data, and the diversity of organizations represented made it difficult

to summarize the data in any rigorous statistical fashion. Comparing programs with 12 employees and a $5,000 annual budget with another enrolling 300 and having a budget of $250,000 provides one example of such difficulties. Given this limitation, analysis emphasized similarities, contrasts, and trends that the interviews highlighted.

Directly following the Interview Guide, appears the list of the 24 primary interviewees* and their organizational positions. As illustrated, this list includes qualified spokespersons from various state agencies, local and state government, business and industry, and other associations having many adult members.

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*Several other interviews either arrived too late or were incomplete; they are not fully incorporated in the analysis but some of their views are included wherever possible.

STATE UNIVERSITY SYSTEM OF FLORIDA

107 W. Gaines Street, Tallahassee, Florida 32304

October 29, 1975

MEMORANDUM

TO: Deans/Directors for Continuing Education

FROM: E. A. Giordano

RE: Interview Guide

Attached for your use is a copy of the Interview Guide for the five interviews that you will be conducting in your geographic service area with key personnel in the area that we discussed at our meeting which was held at Florida Atlantic University on October 22.

Please remember that the interviews are to be conducted and individual reports returned to Dr. Scott Ford by November 17. His address is as follows:

Dr. Scott Ford
Institute for Social Research
628 Bellamy
Florida State University
Tallahassee, Florida 32306

In addition, when reporting to Scott Ford, please include the names and affiliation of the individuals that you have interviewed.

EAG/sm
Enclosure

COMMISSION ON EDUCATIONAL OUTREACH AND SERVICE
INTERVIEW GUIDE, EDUCATIONAL SERVICES TASK FORCE

1. Does your organization currently have any employee training programs of its own? (i.e., "In-house" programs)

_____Yes _____No

If Yes to Question 1:

A. About how many employees are enrolled in this (these) programs at this time?

_____

B. Approximate annual budget earmarked for these training purposes.

_____

C. Would you describe this (these) program(s) briefly. (Describe courses; get a list if possible together with available written materials.)

2. Does your organization provide any type of guidance or placement for employees who may be interested in furthering their education?

_____Yes _____No

If Yes to Question 2:

A. Please describe this counseling, guidance service.

3. About how many (number or %) of your employees attend adult (continuing) educational classes of some kind?

_____

4. Does your organization provide any financial assistance to help pay tuition or related expenses for employees enrolled in education courses or programs?

_____Yes _____No

If Yes to Question 4:

A. Would you please describe the conditions and the extent to which financial aid is given?

B. What additional incentives, if any, does your organization offer your employees in order that they pursue further education?

C. In your opinion, what are the most important reasons why your employees might not enroll in education classes. List as many reasons, with indication of their priority.

5. Does your organization cooperate with any community college, college, or university in preparing and teaching courses or programs specifically designed for your employees?

_____Yes _____No

If Yes to Question 5:

A. Would you please specify the institutions and the courses or programs?

Institution	Course(s) or Program(s)

B. With regard to these courses or programs in which your employees enroll, how would you assess your satisfaction with the results of this educational program?

_____Very Satisfied _____Dissatisfied

_____Satisfied _____Very Dissatisfied

Comment:

We are very much interested in the extent to which organizations like yours view universities and colleges as important providers of continuing employee education.

6. In your view, and thinking particularly of the next 5-10 years, what are (would be) the major incentives for establishing close working relationships with universities and/or community colleges (public and private) wherein they would help provide a continuing education service?

7. In your view, and thinking particularly of the next 5-10 years, what are (would be) the major impediments to establishing close working relationships with universities and/or community colleges (public and private) wherein they would help provide a continuing education service?

8. Please list any suggestion you have as to the curriculum content of an adult education program that would be of particular importance and benefit to your employees-- Again, keeping in mind that competencies that you feel are likely to significantly increase in importance within your organization in the next 5-10 years.

NOTES AND ADDITIONAL COMMENTS REGARDING INTERVIEW, RESPONDENT, ORGANIZATION

INTERVIEWEES: CONTINUING EDUCATION
DIRECTORS' SURVEY FOR THE INSTRUCTIONAL TASK FORCE

Mr. John Walters
Executive Editor
Florida Times Union and
Jacksonville Journal

Mr. Hans Tanzler
Mayor, City of Jacksonville

Reverend Hubert N. Rovison
Edward Waters College

Rear Admiral Norman K. Green, USN
Commander Fleet Air Jacksonville
Commander Sea Based ASW Wing
Atlantic
Naval Air Station, Jacksonville

Mr. Richard Vogh
Florida Council of Engineering
Societies

Dr. J. B. White
Director, State Association of
Retired Teachers

Mr. Edward Schlitt
Chairman, Florida Real Estate
Commission
State Office Building

Mr. Harold Farmer
President, Florida City and County
Managers Association

Mr. R. D. Harris
Pratt and Whitney Aircraft, Corp.

Mr. Grover McKee
Regional Director
Bureau of Field Services
Division of Youth Services

Mr. Michael Babka
Director of Managerial Development
Motorola Corporation

Mr. Philip Pemeroy
Florida State Bank

Ms. Catherine Fahringer
Senior Vice President
Dade Federal Savings &
Loan Association

Mr. Luis Fors
President, Latin Chamber
of Commerce (CAMACOL)

Mr. Ivan Harrah
Executive Director
South Florida Hospital
Association

Mr. Fred Offenbach
Director of Education and
Training
Southern Adventist Health
and Hospital System

Mr. Larry Dousher
District Manager, HRS

Mr. Thor Degelmann
Manager of Trainig and
Development
Walt Disney World

Mr. E. R. Hafner
Executive Director
State Association of County
Commissioners

Mr. Philip Ashler
Treasurer and Insurance
Commissioner

Mr. Robert C. Daniel
Tallahassee Memorial Hospital

Mr. Aaron Lucas
Department of Administration

Mr. Jerry Bowman
Florida League of Cities

III. ORGANIZATIONAL LEADERS ON RESEARCH AND OTHER SERVICE OUTREACH

Colleges and universities perform research, and increasingly, community service functions in addition to providing instruction. That the Commission was interested in assessing these roles with regard to outreach is evidenced by its establishing the Task Force on Research and Other Services. The public and private organizations discussed in the preceding sections, also are clientele for and providers of research and other services. The above-mentioned task force therefore conducted its own survey of selected organizational leaders.

The Task Force on Research and Other Services selected a number of prominent officials and officers in state agencies, local government, regional planning councils, business organizations and civic and professional organizations. After the selection, the Chancellor of the State University System mailed each potential spokesperson the letter which follows below; it described the Commission and its task forces and asked the recipient to participated in an interview with a member of the Task Force on Research and Other Services.

During August, 1975, 19 personal interviews were conducted by the same staff member of the Commission. Prior to beginning these interviews, an Interview Guide was prepared, and it appears as a separate exhibit directly following the copy of the Chancellor's letter. The Guide was of similar length and question format to the one used for the Task Force on Educational Outreach. Again, all questions were asked but discussion and information were by no means restricted to these questions. The interviews emphasized an assessment of current outreach liaisons and opinions regarding the demand for new arrangements as seen by the respondents.

The list of 19 interviewees directly follows the Interview Guide. The information and opinions given by these respondents provides the basis for analysis presented in Chapter IV, Section D in the first volume of the Commission's report, Access to Knowledge.

COLLEGE OF BUSINESS ADMINISTRATION-UNIVERSITY OF FLORIDA-GAINESVILLE 32611
Department of Economics 904-392-0151

Dear _____:

I have long felt that Florida's institutions of higher education represent a vast, unmet potential for service to the needs and problems of Florida's people, business, industry and government. A time has come for reassessment of the role educational institutions should play to most effectively and economically deal with Florida's future needs and problems. The first step is to define these new roles. In this regard the State University System, in cooperation with the State's Community Colleges and private institutions of higher education, has organized a Commission on Higher Education Outreach and Service, made up of some thirty prominent Floridians and chaired by Dr. Harold B. Crosby. The Commission has divided into two task forces -- one on instructional services and the other on research and other services.

In meeting its charge of assessing the research and other services needs of our state, and proposing new roles to meet these needs, the task force on research and other services hopes to interview prominent leaders in Florida's business, industry, government and service organizations to gather their experiences, problems and ideas. Dr. Frederick Goddard of the Department of Economics, University of Florida, is serving as staff assistant to the task force and will conduct these interviews.

I am asking that you participate in this interview process, and thus help us with this most important task. Dr. Goddard plans to conduct these interviews during the second and third weeks of August and will be contacting you by telephone to arrange a convenient time. I hope you can find time to meet with Dr. Goddard and frankly express your opinions.

Your cooperation in this very significant mission will be most appreciated.

Most sincerely,

E. T. York, Jr.
Chancellor

ETY/sp

COMMISSION ON EDUCATIONAL OUTREACH AND SERVICE

INTERVIEW GUIDE, RESEARCH AND OTHER SERVICES TASK FORCE

1. Does your organization have its own research and/or development staff?

   If yes: Approximately how many employees are engaged in this activity? _____
   Annual Budget earmarked for these purposes? $_____

2. Regardless of whether or not you have a separate research staff, has your organization engaged in any research (information gathering) during the past year or so? (include current activities)

   If yes: Would you briefly characterize the nature of that research? (i.e., What were you trying to determine? How did you go about it?)

3. Has your organization used any of the resources of the state's (public or private) universities or community colleges for research, consulting, or problem solving activities within the past year or so?

   If yes: Which institution(s)?

   What was the nature of the service they performed?

4. During this same period of time (Q. 3 above), have you used any commercial or private, non-academic consulting agencies for research or problem solving purposes?

   If yes: What was the nature of the service they performed?

5. Thinking in terms of current trends and the directions in which you are likely to move in the next 5-10 years, what kinds of new and/or increasing research/problem solving needs is your organization likely to find most critical?

   Discuss.

6. If the respondent's institution has used university or community college resources:

   Given the kinds of research/problem solving needs to which you refer (Q. 5), do you feel that your organization will increase or decrease its requests for university and community college research/problem solving services?

   _____increase _____decrease _____no appreciable change

   Why do you feel this is likely?

   If increase: In what general areas? What is the nature of assistance requested?

7. If the respondent's institution has not used university or community college resources:

Given the kinds of research/problem solving needs to which you refer (Q. 5), do you feel that your organization is likely to make use of the available resources of universities and community colleges during the next few years?

_____ Yes _____ No

Why? Comment.

If yes: In what general areas? What is the nature of assistance requested?

We are very much interested in the extent to which organizations like yours view state universities and community colleges as available back-up resources for purposes of dealing with applied problems.

8. Ask of those who have recently used university or community college research resources:

With regard to the most recent (current) service provided your organization by universities or community colleges how would you assess your satisfaction with the services provided?

_____ very satisfied _____ satisfied _____ neutral

_____ dissatisfied _____ very dissatisfied

Comment:

9. All organizations, such as yours, are concerned with the following problem solving areas. In which of these areas do you perceive the most, least potential for state (public & private) universities and community colleges to be of service? (rank)

_____ Policy and Planning

_____ Administration and Procedural Matters

_____ Technical (research and consulting)

Comment:

10. In your view, what are (would be) the major incentives for establishing close working relationships with universities and community colleges wherein they would provide you with research/problem solving services?

(Selected probes here, where necessary)

11. In your view, what are (would be) the major impediments to establishing close working relationships with universities and community colleges wherein they would provide you with research/problem solving services?

(Selected probes here, where necessary)

12. Is there any written (official) organization policy of which you are aware that would facilitate or impede the use of universities or community colleges as outside consultants?

If yes: Comment.

13. Is it more likely to be your organization or a university or community college that initiates (would initiate) contact that (would) lead(s) to a cooperative research/problem solving enterprise?

Comment:

SELECTED BACKGROUND DATA ON RESPONDENT AND ORGANIZATION:

Respondent: Sex _____ Birth Date _____

Post-Secondary Degree(s) _____

Length of time in present position _____

Organization: Approximate number of employees _____

Approximate annual operating budget $_____

Years organization has been in operation _____

NOTES AND ADDITIONAL COMMENTS REGARDING

INTERVIEW, RESPONDENT, ORGANIZATION

INTERVIEWEES: SURVEY FOR RESEARCH AND
OTHER SERVICES TASK FORCE

Interviews were conducted during the period of August 12 through August 30 with:

Mr. Jay E. Yelton
Division of Budget
Department of Administration

Mrs. Joan Haggen
Deputy Secretary
Community Affairs

Mr. G. Ray Worley
Chief
Research & Statistics
Corrections

Mrs. Margaret Jacks
Director
Division of Aging
Health & Rehabilitative Services

Mr. Don Duden
Assistant Executive Director
Natural Resources

Mr. Crouch
Assistant City Manager
Miami

Mr. Calvin Glidewell
City Manager
Leesburg

Mr. Ray Goode
County Manager
Dade County

Mr. James Harris
County Manager
Orange County

Mr. Scott Wilson
Executive Director
Tampa Bay Regional Planning Council

Mr. Marshall McDonald
President
Florida Power and Light Company

Mr. Charles J. Zwick
President
Southeast Banking Corporation

Mr. Barry Roach and Dr. Wiltze
Martin Marietta

Mr. John Milstead
Executive Vice President
Florida Banking Association

Mr. Jack Monahan
Florida Hospital Association

Mr. Joe B. Cordell
President
Jim Walter Corporation

Mr. Harris Mullen
President
Florida Trend Publication

Mr. Charles Harris
President
Florida AFL/CIO

Mr. Wendall Rollason
Executive Director
Redlands Christian Migrant Association

IV. COLLEGE AND UNIVERSITY PRESIDENTS OUTREACH INVENTORY

Shortly after the Commission began to meet two facts became clear: there was no widely recognized definition of what outreach was or should be and there did not exist any inventory of the programs in the state that could be considered performing outreach services. The former problem of definition has yet to be fully resolved, and the latter shortcoming is probably dependent upon its resolution! Nonetheless, the Commission did attempt to approximate an inventory of outreach according to each private and public college and university in Florida--61 in all.

The cover letter, reproduced directly below, was sent to each college and university (two and four year) president in the state. Attached to the letter from the chairperson of the Commission was a set of seven questions (see copy below), the answers to which were to provide the inventory for each institution. Eight of nine state public universities, 19 of 28 state community colleges, and 10 of 24 private post-secondary institutions responded.

The diversity of response, both in terms of quantity and quality, precluded any statistical or systematic display of the data.* Some of the smaller institutions responded in one page; in contrast, two of the larger universities returned binders full of material broken out by schools and departments. However, many days were spent reading through the materials that were submitted, and much of this proved helpful in the discussions of current outreach appearing in Chapter III.

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*The raw data and some tabulations are on file in the Institute for Social Research, Florida State University and may be discussed further by a qualified staff member if any reader wishes to do so.

STATE UNIVERSITY SYSTEM OF FLORIDA

107 W. Gaines Street, Tallahassee, Florida 32304

August 14, 1975

Dear University/College President:

I am writing to request your assistance in collecting information vital to the activities of the Commission on Educational Outreach and Service appointed last Spring to assess the needs of Florida consumers for outreach instructional, research, and public service resources of our public and private post-secondary institutions. The Commission, composed primarily of lay persons representing a wide variety of interests, is in the process of developing recommendations for action by the Legislature and the institutions involved to improve our capacity for meeting identified needs. The final report of the Commission will be completed in mid-January, 1976.

In order for the Commission to make sound recommendations, it will be necessary to know from each public and private institution of post-secondary education in the state what resources and programs are in existence or planned for the immediate future which relate to the servicing of outreach needs. This inventory of resources and programs will be essential to the Commission in its deliberations during the coming months so your cooperation in completing the enclosed questionnaire will be deeply appreciated. Please return the questionnaire by September 30 to Dr. Scott Ford, Institute for Social Research, 628 Bellamy, Florida State University, Tallahassee, Florida 32306.

My sincere thanks for your cooperation.

Sincerely yours,

Harold B. Crosby
Chairperson, Commission on
Educational Outreach and Service

HBC/psm
Enclosure

I N V E N T O R Y

EDUCATIONAL OUTREACH AND SERVICE RESOURCES AND PROGRAMS

The following questions are asked in order to solicit from Florida post-secondary institutions information about present outreach programs being conducted related to instruction, research, and public service. The information will be used by the Commission on Educational Outreach and Service during the Fall of 1975 to develop recommendations for action by the Florida Legislature and the institutions involved potentially to expand and improve educational services to the State's consumers, which include individual citizens, private businesses and industries, and public agencies.

1. Please list those on-going instructional activities of your institution which you consider as outreach programs. Include all credit and non-credit activities and programs which you consider to be of a non-traditional nature designed to reach clienteles not normally reached through traditional on-campus programs, (e.g. continuing education, television courses, extension programs, courses by newspaper, credit by examination programs, etc.). Also, please include the enrollment for each outreach activity or program listed during 1974-75.

2. Please list those on-going research and community service activities of your institution which you consider outreach programs. Include such things as special applied research projects, consultancy activity, special clinics, other community related projects or services, and social and cultural programs related to community needs and interests.

3. What outreach projects or programs do you plan to launch in the immediate future to meet the educational or service needs of consumers?

4. List special resources of your institution, human and physical, not addressed in the previous questions, which relate to instructional, research, and public service outreach, and of which the Commission on Educational Outreach should have knowledge.

5. Does your institution publish an Annual Report which describes outreach activities and programs? Yes ____ No ____ If yes, please attach a copy of the most recent one(s) published.

6. If resources were available, what additional outreach services and programs would your institution offer?

7. What are the major barriers and constaints to present and expanded outreach services and programs?

Name of Institution _____

Name and Title of Person Completing the Questionnaire _____

_____

Please return completed questionnaire to Dr. Scott Ford, Institute of Social Research, 628 Bellamy Building, Florida State University, Tallahassee, Florida 32306, by September 30, 1975.

V. LIBRARY SERVICES FOR CONTINUING EDUCATION COURSES

One additional data collection enterprise was conducted by the Commission. This consisted of the administration of a questionnaire to all continuing education instructors teaching fall term 1975 and a companion questionnaire to a one-in-ten random sample of their students. Each Dean or Director of Continuing Education in the State University System distributed a detailed set of instructions (see below) to all their instructors.

Copies of the student and faculty questionnaire are presented below following the "Instructions to Faculty Administering Survey". The Commission was interested in library services to designated, off-campus, continuing education classes because they provide such an appropriate example of an extensive and current instructional outreach program. The questionnaires, therefore, are essentially student and faculty evaluations of library services with opportunity to make recommendations for the future. The data from the 148 faculty and 407 student questionnaires is the basis for the brief discussion presented in Volume I, Chapter IV, Section E and the selected analysis which appears following the faculty questionnaire in this appendix.

COMMISSION ON EDUCATIONAL OUTREACH AND SERVICE
SURVEY OF LIBRARY SERVICES FOR CONTINUING EDUCATION CREDIT COURSES

Instructions to Faculty Administering Survey

The Commission on Educational Outreach and Service, appointed by Chancellor E. T. York in January 1975 to assess the educational outreach and service needs of the citizens of Florida, has a need to know to what extent adequate library services are being provided students and faculty involved in continuing education programs. The continuing education of our citizens is a major concern of the Commission. The results of the survey will be used to determine how library services may be better coordinated and provided statewide to our continuing education clienteles.

The questionnaires enclosed should be administered as follows:

1. Please complete the faculty survey yourself immediately.

2. Select at random the appropriate number of students to complete the survey. If you have under nine students in your class, one student should be randomly selected to complete the questionnaire for students and return it to you at the conclusion of the class period. If you have 10-19 students enrolled in your class, randomly select two students; 20-29 students enrolled, select three students; and if you have 30 or more students, select four to complete the student survey instrument.

3. The attached random sample table may be used to make the above random selections of students to complete the questionnaire(s).

   Random Selection of Students:

   Prior to selecting those students from your class(es), every student regularly attending should be assigned a unique number from 1 to N. (For example, in a class of 15, students would be listed 1, 2, 3, 4, 5, etc. through 15.) This should be a very simple procedure using your class roll. In this case, it does not matter whether or not students are listed in alphabetical order so long as each student is assigned referring to the xeroxed table of random numbers you have been provided. (TABLE A reproduced from the Snedecor text.)

   Since the number of students in your class(es) will not exceed a two digit number, it will be convenient to select the first two adjacent columns, reading from left to right, from the table, selecting another two columns when, and if, you come to the bottom of the page. Suppose, for example, that you have 18 students in your class (each of which has been assigned a unique number between 1 and 18). In order to randomly select the two required you might begin at the top left corner of the table. As the first case (student) in the sample, you select the first number between 01 and 18 which appears. Reading down, having

begun with the number 54, this first number is 15, in this case the second two digit number to which we come. Proceeding down the page, in order to determine the second student, we next come to the number 05. Therefore, students assigned numbers 15 and 5 on your class roll are those to whom we administer the questionnaire.

If there had been 28 rather than 18 students in our example, you would have continued on until you came upon the number 28 and students numbered 15, 5, and 28 would have comprised the three necessary respondents for a class of that size.

If you should run into a number which has already been selected, omit this repetition, and go on until you have selected the appropriate number of cases.

4. Please return the completed questionnaires (yours and the students) to the Dean or Director of Continuing Education on your campus at the earliest possible time and no later than November 12. The survey form should take you and your selected students no more than 15 minutes to complete.

Thank you very much for your cooperation in administering the survey. The results will be of very great significance to the work of the Commission and to the planning and providing of library services by the State University System universities.

E. A. Giordano
Executive Director
Commission on Educational Outreach
and Service

COMMISSION ON EDUCATIONAL OUTREACH AND SERVICE

Questionnaire for the Student
Off-Campus Library Services Survey

1. Course Title _____ Course Number _____

   Institution Offering Course _____

2. Birthdate _____

3. Sex: _____ Male _____ Female

4. Employment Status:

   _____ Employed full-time
   _____ Employed part-time
   _____ Not presently employed

5. For what purpose are you taking this course:

   _____ For Teacher Certification
   _____ For Other Professional Certification
   _____ Degree requirement
   _____ Professional improvement
   _____ Personal improvement or enjoyment
   _____ Other (please specify) _____

6. Will this course be applied to a degree program in which you are enrolled:

   _____ No _____ Yes

7. Highest Level of Education:

   _____ Less than a high school diploma
   _____ High school diploma
   _____ Bachelor's Degree
   _____ Master's Degree
   _____ Doctorate
   _____ College Level Work but no degree. If so, how many years ____

8. Where is the course offered:

   _____ Main campus of the Sponsoring University
   _____ Branch Campus
   _____ Resident Center
   _____ Other Off-campus location

9. Length of course in weeks _____

10. What is the distance to the main university campus (if the course if offered off-campus)?

    _____ Less than 1 mile
    _____ 1-5 miles
    _____ 6-25 miles
    _____ more than 25 miles

11. Library resources and materials needed for this course were _____.
(check the appropriate word that would fill in the blank)

_____ Substantial
_____ Moderate
_____ Minor
_____ Not needed

12. How would you describe the library resources available to meet the requirements of this course:

_____ Better than adequate
_____ Adequate
_____ Less than adequate
_____ Not available at all

13. Please read the instructions for each column as they pertain to the course: (this question seeks information about your sources of resource materials)

	Check the Resource Centers you have used	Estimate the number of trips made or times each source was used for this course	Resource Centers 1)excellent 2)good 3)fair 4)poor 5)no opinion	Accessibility 1)Readily available 2)Available 3)Inconvenient 4)Not available at all
Resident Center Library				
Main Campus Library				
Local Public Library				
Community College Lib.				
Other State Univ. Lib.				
Private Univ. Library				
Extension Lib. St. Pete.				
Personal Collection				
Company Library				
Other				

14. Did this course utilize special required textbooks? ____ Yes ____ No

If yes, please estimate the percent of all the required reading for this course which was assigned from the required texts on the utilization scale shown below.

0 10 20 20 30 40 50 60 70 80 90 100%

15. Please read the instructions for each column as they pertain to the course: (this question seeks information about the types of resource materials you have used for this course)

	Check the Resources you have used	Rank order resources most used 1)most used 2)next most used	Quality of Resources 1)excellent 2)good 3)fair 4)poor 5)no opinion	Accessibility 1) readily available 2) available 3) inconvenient to obtain 4) not available at all
Books				
Periodicals				
Photocopy of periodicals				
Photocopy of parts of books				
Films or film-strips				
Microfiche, microfilm				
Government documents				
Video tape				
Audio cassette				
Other				

16. Please indicate which of the following, if any, were obstacles in obtaining library resource materials:

_____ Distance to library
_____ Inadequate library facilities
_____ Inconvenient library hours
_____ Lack of information about library resources
_____ Inadequate mail services
_____ Other (specify) _____

17. Check the services that are currently available to you, if any. Then, rate the services not checked on the scale.
1 = highly desirable, and 7 = not needed. (circle one number)

_____ Lists of books or other relevant materials which could be borrowed 1 2 3 4 5 6 7

_____ Photocopies of articles mailed on request 1 2 3 4 5 6 7

_____ Use of a teletype machine to obtain required information 1 2 3 4 5 6 7

_____ Microfilms of needed information mailed directly to you for a small fee 1 2 3 4 5 6 7

_____ Shuttle transportation to the sponsoring university 1 2 3 4 5 6 7

_____ Instruction in the use of a library and the information resources available to you 1 2 3 4 5 6 7

_____ Liaison on your behalf between the sponsoring university and local libraries, i.e., public, private college, community college, etc. 1 2 3 4 5 6 7

18. For what did you use library resources?

_____ Additional readings
_____ Course related reading
_____ Research
_____ Writing term papers

19. What do you think would constitute an improvement in library services? What do you want? (attach additional page if space is needed)

COMMISSION ON EDUCATIONAL OUTREACH AND SERVICE

Questionnaire for the Continuing
Education Faculty Library Survey

INSTRUCTORS: Please fill out one questionnaire for the particular continuing education course in which the accompanying student questionnaires are being distributed.

1. Course Title: _____ Course Number: _____
   Section: _____ University: _____

2. Where is this course offered:

   _____ on-campus
   _____ off-campus

3. In this course did you make assignments which required students to use the library?

   _____ yes
   _____ no

   If Yes, please indicate the type(s) of library activity required of your students in this course:

   _____ Specific reading assignments from books on reserve
   _____ Required reading from reading lists distributed by instructor
   _____ Library research for reports, term papers, etc.
   _____ General reading to broaden students' knowledge of the subject
   _____ Other

4. How would you evaluate the library resources and services available to meet the requirements of this course:

   _____ Better than adequate
   _____ Adequate
   _____ Less than adequate
   _____ Totally inadequate

5. Do you consider library resources and services available for off-campus courses inferior to those available for on-campus courses:

   _____ yes
   _____ no
   _____ don't know

6. Do you need to make alterations in courses when taught in off-campus rather than on-campus locations to compensate for differential availability of library resources and services:

   _____ yes
   _____ no

If Yes,

_____ Considerable alterations
_____ Some alterations
_____ Few alterations

If Yes, do you have different expectations of off-campus students?

_____ Yes _____ No. If yes, explain your different expectations.

_____

_____

7. For this off-campus continuing education course must you rely more heavily on the following materials for required reading assignment than its counterpart course on campus:

Required text?

_____ Yes _____ No _____ Don't know

Handouts?

_____ Yes _____ No _____ Don't know

8. Compared to on-campus courses, is the quality of off-campus courses in general diminshed as a result of differences in the availability of library resources and services?

_____ Yes _____ No _____ Don't know

If yes, does the quality differ

_____ Significantly
_____ Moderately
_____ Mildly
_____ Insignificantly
_____ Don't know

If yes, specify below what, if any, factors other than library resources contribute to diminish quality in off-campus course offering:

_____

_____

_____

9. Please read the instructions for each column and respond as they pertain to this course: (this question seeks information about the types of resource materials available to your continuing education students in this course.)

	Check the resources available	Rank order resources beginning with the one most assigned	Quality of Resources 1)excellent 2)good 3)fair 4)poor 5)no opinion	Accessibility 1)Readily available 2)Available 3)Inconvenient to obtain 4)Not available
Books				
Periodicals				
Photocopy of periodicals				
Photocopy of parts of books				
Films or film-strips				
Microfishe, microfilm				
Government documents				
Video tape				
Audio cassette				
Other				

10. With regard to resource centers available to your continuing education students in this course, please rate each of the following for accessibility. After that, please rate each facility for quality.

Accessibility	Quality
1)Readily available	1)Excellent
2)Available	2)Good
3)Inconvenient	3)Fair
4)Not available at all	4)Poor
5)Don't know	5)Don't know

Resident Center Library		
Main Campus Library		
Local Public Library		
Community College Lib.		

10. (CONT.)

	Accessibility	Quality
	1)Readily available 2)Available 3)Inconvenient 4)Not available at all 5)Don't know	1)Excellent 2)Good 3)Fair 4)Poor 5)Don't know
Other State Univ. Lib.		
Private Univ. Library		
Extension Lib. St. Pete.		
Personal Collection		
Company Library		
Other		

11. Please indicate which of the following, if any, may be obstacles for students in obtaining needed library resource materials. You may check more than one answer, indicating 1 for the most important, a 2 for the next most important, etc.

_____ Distance to the library
_____ Inadequate library facilities
_____ Inconvenient library hours
_____ Lack of information about library resources
_____ Inadequate mail service
_____ Needed books not available
_____ Reserve books not available
_____ Parking
_____ Other _____

12. In the following, please check those services, if any, that you know are currently available to your continuing education students in this course. Then rate the services not checked on the scale provided where 1 = highly desirable, and 7 = not needed. (Circle one number.)

_____ Lists of books or other relevant materials which could be ordered. 1 2 3 4 5 6 7

_____ Photocopies of articles mailed on request 1 2 3 4 5 6 7

_____ Use of a teletype machine to obtain required information 1 2 3 4 5 6 7

_____ Microforms of needed information mailed directly to you for a small fee 1 2 3 4 5 6 7

_____	Shuttle transportation to the sponsoring university	1	2	3	4	5	6	7
_____	Instruction in the use of the library and the information resources available to you	1	2	3	4	5	6	7
_____	Liaison on your behalf between the sponsoring university and local libraries, i.e., public, private college, community college, etc.	1	2	3	4	5	6	7

13. What do you think would constitute an improvement in library services for off-campus courses. (use back of page if additional space is needed)

A complete analysis of the data compiled in the library services surveys would comprise a report in and of itself. The paragraphs which follow selectively describe some of the findings of a preliminary analysis.* This analysis is based upon two way contingency tables which demonstrated associations between variables of primary interest. Nearly all of the observations are based upon tables having statistically significant relationships.

Student Responses

Tables showing the relationship between various reasons students use library resources and the extent of need for library resources demonstrated a very close relationship between the two variables. For example, students who reported using the library for course related reading and work on term papers were students who claimed considerable library resources were required to fulfill course assignments! No surprises here; however, these findings did point to a reassuring fact. Students who perceive that course requirements necessitate the use of the library, use the library! Related findings suggest that the more library resources students are obliged to use, the more likely they are to rate these available resources highly.

There appears to be no relationship between the amount of library resources required for courses and the use of textbooks; the large majority of courses require texts, regardless of what, if any, other materials are used. However, those students who report a high percentage of required reading in texts tend to make less use of library resources for courses.

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*The complete data file is kept at the Institute for Social Research, Florida State University. The findings reported here are preliminary and are best treated as suggestive or as "working hypotheses".

There is no evidence to suggest a relationship between non-required additional readings and the evaluation students make of available resources; students doing additional readings are neither more nor less likely to give positive evaluations of materials.

Students who perceive distance from the library as a real obstacle to obtaining class related materials tend to regard the amount of library resources needed for class work as unimportant or minimal. Those who do not regard distance as an obstacle are more likely to view substantial amounts of library resources needed. This finding does not, in and of itself, sort out the extent to which this relationship is due to rationalization on the part of those who do not use the library or due to students selective entry into classes requiring library assignments.

Whereas there appeared some indication of a positive relationship between having assigned library reading and positively evaluating library resources, students who reported using the library for research purposes tended to evaluate available resources less highly! A definitive explanation of this somewhat surprising finding is not available, but two possible interpretations are: in contrast to materials placed on reserve or shelved according to the index system, materials students seek on an individual basis prove more frustrating and time consuming and thereby lead to criticism of materials. Alternatively, many of the libraries may not have the specific materials students want.

Faculty Responses

The majority of instructors, regardless of the discipline they taught, did not place books or reading lists on library reserve. There were, however, several differences according to instructors' disciplines. Faculty who taught education courses were the most likely to require library assignments. Education and business faculty were the most likely to assign library research. Social science and "others" (including natural sciences, humanities, art, vocational courses, and remedial courses) were less likely to assign research. ("Research" was unspecified.) Again, a majority of education courses required general reading in the library, whereas fewer than half of the business and social science instructors did so.

There was no relationship, however, between discipline and instructors' evaluations of library resources and services. Education, business, and social science instructors were equally split in evaluating resources as satisfactory and as poor.*

Again, reserved books and reading lists were rarely used, and this was equally true of graduate instructors as it was of their undergraduate counterparts. There were some differences between graduate and undergraduate instructors. Graduate instructors were much more likely to assign work in the library. A substantial majority of undergraduate instructors did not assign library work for term papers. In contrast, those who taught graduate courses were split on the assignment of library research papers. (Half assigned this kind of research, and half did not.) Graduate students are more likely than undergraduates to be assigned general reading in the library. Graduate instructors clearly evaluated materials and services of the library more favorably than undergraduate instructors.

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*Education, business, and social science courses comprised the vast majority of continuing education classes.

As the reader can determine from the faculty questionnaire, a major concern was determining to what extent instructors perceived their off-campus courses suffer due to facilities and materials available. Many tables were analyzed in an effort to reach a preliminary conclusion regarding this issue. In short, it appears that if books and periodicals are perceived as available, of satisfactory quality, and accessible, faculty do not feel that the quality of their off-campus courses is significantly diminished as compared to similar courses taught on main campuses. For instructors, as a group, other library resources are comparatively unimportant.